

# Spring



**ILLINOIS**  
Assessment of Readiness

seemed a small thing—was to toss down on the  
le. Then she breathed upon the guests once, and  
gleaming among the piled fruits and the brimming

**Part B**

Which detail from paragraph 10 best supports the answer to Part A.

- A. "The boy grew tall and strong and beautiful, the swiftest runner, the best archer in all the country around."
- B. "Among the oak woods they lived together and were happy . . ."
- C. "They knew, for the gods know all things, that he was the son of Priam, king of Troy . . ."
- D. ". . . but the thought came to them that he would not know who they were, and therefore he would not be afraid to judge between them."



Illinois Assessment of Readiness (IAR)

District/School Performance Level Summary Report,  
District/School Evidence Statement Analysis Report, and  
School Content Standards Roster  
Interpretation Guide



## Table of Contents

|   |           |
|---|-----------|
| <b>1.0 General Information for Educators .....</b>  | <b>1</b>  |
| 1.1 Background .....  | 1         |
| 1.2 Illinois Assessment of Readiness (IAR) .....  | 1         |
| 1.3 Confidentiality of Reporting Results.....   | 1         |
| 1.4 Purpose of this Guide .....   | 1         |
| 1.5 Accessing the Reports.....  | 1         |
| 1.6 Data Files .....  | 1         |
| <b>2.0 Understanding the Illinois Assessment of Readiness District and School Performance Level Summary Report .....</b>  | <b>1</b>  |
| 2.1 General Overview .....  | 1         |
| 2.2 Description of Illinois Assessment of Readiness Performance Level Summary Report.....                                 | 1         |
| 2.2.1 Sample School Performance Level Summary Report.....   | 3         |
| <b>3.0 Understanding the Illinois Assessment of Readiness District and School Evidence Statement Analysis Report.....</b> | <b>4</b>  |
| 3.1 General Overview .....  | 4         |
| 3.2 Description of Illinois Assessment of Readiness District and School Evidence Statement Analysis Report.....           | 4         |
| 3.2.1 Sample Illinois Assessment of Readiness District and School Evidence Statement Analysis Report – Page 1 .....       | 4         |
| 3.2.2 Sample Illinois Assessment of Readiness District and School Evidence Statement Analysis Report – Page 2.....        | 7         |
| <b>4.0 Understanding the Illinois Assessment of Readiness Content Standards Roster Report.....</b>                        | <b>9</b>  |
| 4.1 General Overview .....  | 9         |
| 4.2 Description of Illinois Assessment of Readiness Content Standards Roster Report.....                                  | 9         |
| 4.2.1 Sample Content Standards Roster Mathematics Report .....  | 9         |
| 4.2.2 Sample Content Standards Roster English Language Arts/Literacy Report page 1.....                                   | 10        |
| 4.2.3 Sample Content Standards Roster English Language Arts/Literacy Report page 2.....                                   | 10        |
| <b>Appendix A – Evidence Statement .....</b>  | <b>13</b> |
| Mathematics.....  | 14        |
| English Language Arts/Literacy.....   | 14        |
| <b>Appendix B – Illinois Learning Domains and Standards.....</b>  | <b>15</b> |
| English Language Arts .....   | 16        |
| Grade 3 .....   | 16        |
| Grade 4 .....   | 17        |
| Grade 5 .....   | 18        |
| Grade 6 .....   | 19        |
| Grade 7 .....   | 20        |
| Grade 8 .....   | 21        |

|                  |    |
|------------------|----|
| Mathematics..... | 22 |
| Grade 3 .....    | 22 |
| Grade 4 .....    | 23 |
| Grade 5 .....    | 24 |
| Grade 6 .....    | 25 |
| Grade 7 .....    | 26 |
| Grade 8 .....    | 27 |

## 1.0 General Information for Educators

### 1.1 Background

For the Spring administration, additional reports were created to provide more in-depth analysis of items as they relate to both the alignment to Evidence Statements and the Illinois Learning Standards.

### 1.2 Illinois Assessment of Readiness (IAR)

The reports referenced in this guide are based on the Illinois Assessment of Readiness Spring administration for the operational items taken.

### 1.3 Confidentiality of Reporting Results

The reports referenced in this guide are for use at a state, district, and school level and are not intended for public distribution.

### 1.4 Purpose of this Guide

This guide provides information to assist in the interpretation of the District and School Performance Level Summary report, the District and School Evidence Statement report, and the School Content Standards Roster report. Sample reports included in this guide are for illustration purposes only. They are provided to show the basic layout of the reports and the information they provide. Sample reports do not include live data from the Spring administration.

The specific use of this information as it pertains to curriculum is at the discretion of the organization.

### 1.5 Accessing the Reports

The Performance Level Summary, Evidence Statement, and Content Standards Roster reports can be accessed through PearsonAccess<sup>next</sup> Published Reports. Once signed into PearsonAccess<sup>next</sup>, you must be in the IAR Spring administration. Under the "Reports" drop down, choose "Published Reports." It is helpful to type "Performance," "Evidence," or "Content" under the "Find Reports" search to filter for these reports.

### 1.6 Data Files

Data files in .csv format are posted in PearsonAccess<sup>next</sup> to accompany the PDF reports. Information on the Performance Level Summary report is included in the IAR (District or School) Summary File. Information on the Evidence Statement Analysis Reports is in the IAR (District or School) Evidence Statement Summary Data file. Information on the Content Standards Roster reports is in the IAR (District or School) Content Roster Data file.

## 2.0 Understanding the Illinois Assessment of Readiness District and School Performance Level Summary Report

### 2.1 General Overview

The Performance Level Summary Report is provided at a State, District, and School Level. This report breaks out the performance aggregations into subcategory levels.

### 2.2 Description of Illinois Assessment of Readiness Performance Level Summary Report

#### A. Identification Information

The district and school name are identified. The school is populated from the registration tab in PAN, and the district is derived from the identified school.

**B. Content Area and Grade Level**

The content area of the report, the grade level of the assessment, as well as the administration year are identified.

**C. Demographic and Program Categories and Student Groups**

Demographic and program categories with student groups are listed on the left side of the table. Results for students for whom no demographic or program information was coded are included in the “not indicated” student group.

**D. Number of Valid Scores**

The number of valid scores does not include students with no score.

**E. Average Scale Score**

The average scale score is displayed for the state and district as well as each demographic or program student group. On school level reports, the average scale score for the school is also included. The average does not include students with no scores.

**F. Performance Level Results**

The number and percentage of students who performed at the Did Not Yet Meet Expectations, Partially Met Expectations, Approached Expectations, Met Expectations, and Exceeded Expectations, as well as aggregated to Met or Exceeded Expectations performance levels, are displayed for each demographic or program student group.

## 2.2.1 Sample School Performance Level Summary Report

### SCHOOL PERFORMANCE LEVEL SUMMARY

Grade 7



CONFIDENTIAL - DO NOT DISTRIBUTE

**A**

SAMPLE SCHOOL  
SAMPLE DISTRICT  
ILLINOIS

**B**

ENGLISH LANGUAGE ARTS / LITERACY  
Grade 7 Assessment, 20XX-20XX

SPRING 20XX

| Purpose: This report describes group achievement in terms of average scale scores and performance levels. | C | D       | E   | Performance Levels                       |       |                                       |       |                                    |       |                             |       |                                  |       | ≥ Level 4<br>Met or Exceeded Expectations |       |
|---|---|---------|-----|--|-------|---------------------------------------|-------|------------------------------------|-------|-----------------------------|-------|----------------------------------|-------|---|-------|
|   |   |         |     | Level 1<br>Did Not Yet Meet Expectations |       | Level 2<br>Partially Met Expectations |       | Level 3<br>Approached Expectations |       | Level 4<br>Met Expectations |       | Level 5<br>Exceeded Expectations |       |   |       |
|   |   |         |     | #  | %     | #                                     | %     | #                                  | %     | #                           | %     | #                                | %     | #   | %     |
| State   |   | 144,282 | 740 | 22,328                                   | 15.5% | 25,927                                | 18.0% | 36,448                             | 25.3% | 42,915                      | 29.7% | 16,664                           | 11.5% | 59,579                                    | 41.3% |
| District  |   | 1,226   | 773 | 38                                       | 3.1%  | 73                                    | 6.0%  | 190                                | 15.5% | 448                         | 36.5% | 477                              | 38.9% | 925                                       | 75.4% |
| School  |   | 282     | 760 | 17                                       | 6.0%  | 26                                    | 9.2%  | 61                                 | 21.6% | 104                         | 36.9% | 74                               | 26.2% | 178                                       | 63.1% |
| Gender  |   |         |     |  |       |                                       |       |                                    |       |                             |       |                                  |       |   |       |
| Female  |   | 138     | 766 | 5  | 3.6%  | 10                                    | 7.2%  | 30                                 | 21.7% | 51                          | 37.0% | 42                               | 30.4% | 93  | 67.4% |
| Male  |   | 144     | 755 | 12                                       | 8.3%  | 16                                    | 11.1% | 31                                 | 21.5% | 53                          | 36.8% | 32                               | 22.2% | 85  | 59.0% |
| Ethnicity/Race  |   |         |     |  |       |                                       |       |                                    |       |                             |       |                                  |       |   |       |
| Hispanic or Latino  |   | 52      | 743 | 5  | 9.6%  | 10                                    | 19.2% | 13                                 | 25.0% | 21                          | 40.4% | 3                                | 5.8%  | 24  | 46.2% |
| American Indian or Alaska Native  |   | 2       | 745 | 0  | 0.0%  | 0                                     | 0.0%  | 1                                  | 50.0% | 1                           | 50.0% | 0                                | 0.0%  | 1   | 50.0% |
| Asian   |   | 46      | 752 | 2  | 4.3%  | 6                                     | 13.0% | 16                                 | 34.8% | 15                          | 32.6% | 7                                | 15.2% | 22  | 47.8% |
| Black or African-American   |   | 20      | 739 | 3  | 15.0% | 4                                     | 20.0% | 5                                  | 25.0% | 5                           | 25.0% | 3                                | 15.0% | 8   | 40.0% |
| Native Hawaiian or Other Pacific Islander   |   | 3       | 741 | 0  | 0.0%  | 0                                     | 0.0%  | 2                                  | 66.7% | 1                           | 33.3% | 0                                | 0.0%  | 42  | 33.3% |
| White   |   | 132     | 748 | 18                                       | 13.6% | 28                                    | 21.2% | 44                                 | 33.3% | 36                          | 27.3% | 6                                | 4.5%  | 108                                       | 31.8% |
| Two or more races   |   | 10      | 763 | 0  | 0.0%  | 0                                     | 0.0%  | 5                                  | 50.0% | 3                           | 30.0% | 2                                | 20.0% | 5   | 50.0% |
| Not Indicated   |   | 0       | 0   | 0  | 0.0%  | 0                                     | 0.0%  | 0                                  | 0.0%  | 0                           | 0.0%  | 0                                | 0.0%  | 0   | 0.0%  |
| Economic Disadvantage   |   |         |     |  |       |                                       |       |                                    |       |                             |       |                                  |       |   |       |
| No  |   | 209     | 767 | 8  | 3.8%  | 13                                    | 6.2%  | 42                                 | 20.1% | 76                          | 36.4% | 70                               | 33.5% | 146                                       | 69.9% |
| Yes   |   | 73      | 741 | 9  | 12.3% | 13                                    | 17.8% | 19                                 | 26.0% | 28                          | 38.4% | 4                                | 5.5%  | 32  | 43.8% |
| Students with Disabilities  |   |         |     |  |       |                                       |       |                                    |       |                             |       |                                  |       |   |       |
| IEP - Yes   |   | 26      | 708 | 10                                       | 38.5% | 7                                     | 26.9% | 5                                  | 19.2% | 4                           | 15.4% | 0                                | 0.0%  | 4   | 15.4% |
| IEP - No  |   | 256     | 766 | 7  | 2.7%  | 19                                    | 7.4%  | 56                                 | 21.9% | 100                         | 39.1% | 74                               | 28.9% | 174                                       | 68.0% |
| 504   |   | 13      | 741 | 2  | 15.4% | 0                                     | 0.0%  | 6                                  | 46.2% | 4                           | 30.8% | 1                                | 7.7%  | 5   | 38.5% |
| English Language Learner  |   |         |     |  |       |                                       |       |                                    |       |                             |       |                                  |       |   |       |
| No  |   | 258     | 765 | 10                                       | 3.9%  | 17                                    | 6.6%  | 57                                 | 22.1% | 100                         | 38.8% | 74                               | 28.7% | 174                                       | 67.4% |
| Yes   |   | 24      | 714 | 7  | 29.2% | 9                                     | 37.5% | 4                                  | 16.7% | 4                           | 16.7% | 0                                | 0.0%  | 4   | 16.7% |
| Migrant   |   |         |     |  |       |                                       |       |                                    |       |                             |       |                                  |       |   |       |
| No  |   | 282     | 760 | 17                                       | 6.0%  | 26                                    | 9.2%  | 61                                 | 21.6% | 104                         | 36.9% | 74                               | 26.2% | 178                                       | 63.1% |
| Yes   |   | 0       | 0   | 0  | 0.0%  | 0                                     | 0.0%  | 0                                  | 0.0%  | 0                           | 0.0%  | 0                                | 0.0%  | 0   | 0.0%  |

Understanding the  
IAR District and  
School Performance  
Level Summary  
Report

## **3.0 Understanding the Illinois Assessment of Readiness District and School Evidence Statement Analysis Report**

### **3.1 General Overview**

The IAR District and School Evidence Statement Analysis Report is a two-page report that analyzes the performance of the IAR Evidence Statements at a state, district, and school level for each operational item on the Spring Illinois Assessment of Readiness. Information is reported for each grade level and content area.

### **3.2 Description of Illinois Assessment of Readiness District and School Evidence Statement Analysis Report**

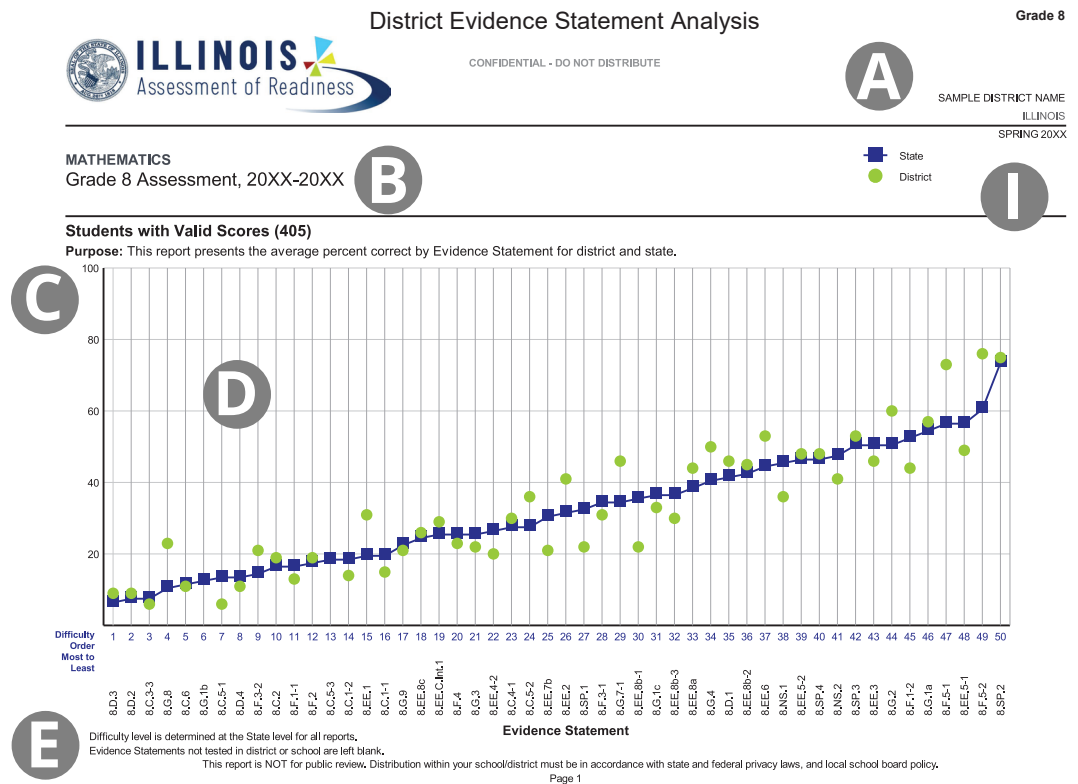
Sample reports and descriptions are provided on the following pages for the English Language Arts/Literacy and Mathematics Evidence Statement Analysis reports.

#### **3.2.1 Sample Illinois Assessment of Readiness District and School Evidence Statement Analysis Report – Page 1**

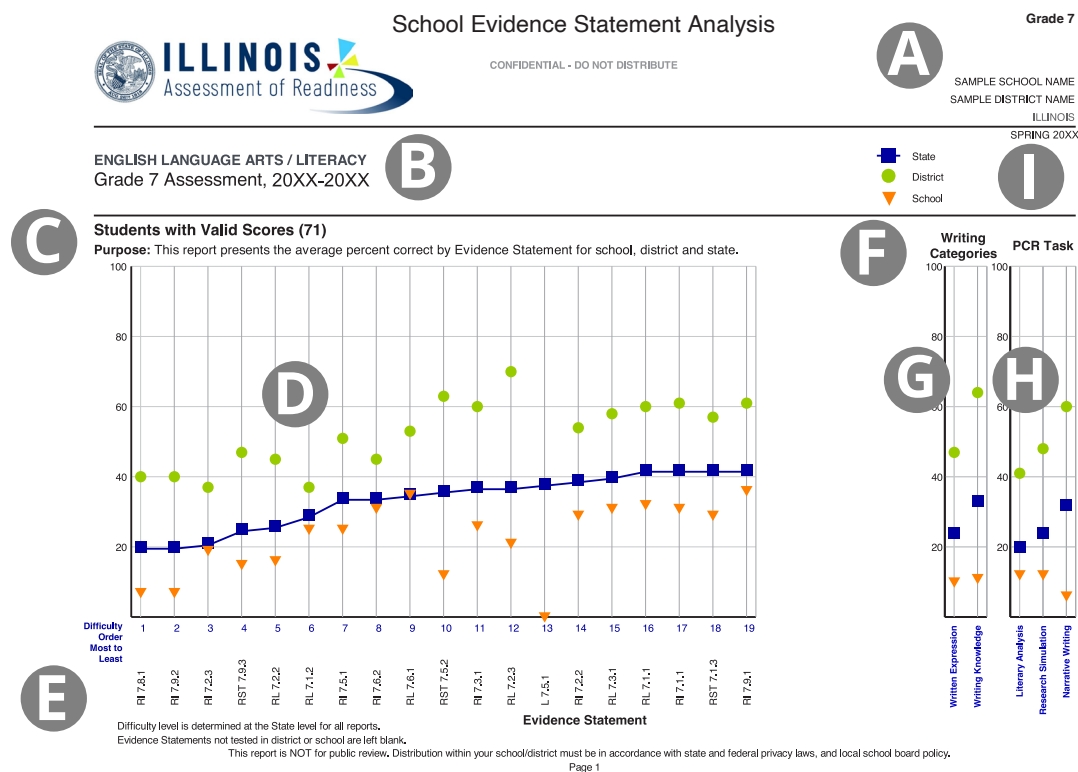
Page 1 of the Evidence Statement Analysis Report shows the performance by evidence statement in graph form.



The first report below shows an example of a Mathematics report at a district level. The second is an ELA/Literacy report at a school level.



Understanding the IAR District and School Evidence Statement Analysis Report



**A. District and School Information**

Reports are provided at a district level as well as for each school associated with that district for the district and school listed on the report.

**B. Description of Report**

The description of the content area (English Language Arts/Literacy or Mathematics) assessed, grade level assessed, and assessment year is located in this area.

**C. Students with Valid Scores**

The report presents the average percent correct by evidence statement for students who have IAR reportable summative scale scores in the Spring administration. Reportable scores are those records that have met attemptedness, are non-voided records, and are without suppression codes that have excluded them from aggregations.

**D. Graph**

The average percent correct by each item, combined at an evidence statement level is represented on the graph at a state level, district level and, for the school report, at a school level. A legend is provided to show which lines represent each level shown. State symbols are connected with a solid line. District and school symbols are not connected. District and school symbols are not connected because, depending on the form assignment selection taken at the school and district, all evidence statements may not be represented. If an evidence statement is not represented at a school or district level, there will not be a symbol on the chart for that evidence statement listed. If a symbol is on the chart at zero percent, this indicates that evidence statement group had 0% achieved out of the maximum points possible for that school or district.

**E. Evidence Statement and Difficulty Order**

Items on the IAR assessment are written to IAR Evidence Statements, which are based on the Illinois Learning Standards. Each operational item on the assessment is combined into an evidence statement group. ELA/L items may be aligned to more than one evidence statement. These items are aligned on the report in every evidence statement group that applies to that item. This means one item could be represented on the report multiple times depending on its alignment. Each evidence statement group on page 1 of this report contains one item or multiple items at the State level.

The evidence statements are placed in order on the graph from most to least difficult. This difficulty order is determined by the performance level of items based on the State level. Evidence statements for which the State average points achieved versus the maximum points possible was lower are considered the more difficult categories.

**F. Writing Tasks**

This section charts information related to the performance of the writing tasks that are included on the IAR English Languages Arts assessment.

**G. Written Expression and Writing Knowledge**

Written Expression includes the development of ideas, organization, and clarity of language that the student demonstrates in the written response.

Writing Knowledge assesses students' command of the conventions of standard English, including grammar and usage.

## H. Prose Constructive Response (PCR)

This section breaks down the writing tasks by the three types of PCR items included on the IAR ELA assessment. The PCRs ask for a student response that analyzes some aspect of either literary pieces or informational pieces in the categories of Research Simulation and either Literary Analysis or Narrative Writing.

## I. Legend

The legend for this graph provides a symbol for for State, District, and School values.

### 3.2.2 Sample Illinois Assessment of Readiness District and School Evidence Statement Analysis Report – Page 2

Page 2 of the IAR District and School Evidence Statement Analysis Report links the IAR Evidence Statements to the Illinois Learning Standard(s) upon which they are based.

#### School Evidence Statement Analysis

Grade 8

CONFIDENTIAL - DO NOT DISTRIBUTE

SAMPLE SCHOOL NAME

SAMPLE DISTRICT NAME

ILLINOIS

SPRING 20XX

This report shows the operational Evidence Statements for the given grade and subject sorted by difficulty.

#### MATHEMATICS

Grade 8 Assessment, 20XX-20XX

| Difficulty Order Most to Least | A Evidence Statement | B Illinois Learning Standard(s) | C Domain                 | D Item Type   | E School Student Count |
|--------------------------------|----------------------|---------------------------------|--------------------------|---------------|------------------------|
| 36                             | 8.EE.8b-2            | 8.EE.C.8.B                      | Expressions & Equations  | Math - Type I | 53                     |
| 37                             | 8.EE.6               | 8.EE.B.6                        | Expressions & Equations  | Math - Type I | 53                     |
| 38                             | 8.NS.1               | 8.NS.A.1                        | The Number System        | Math - Type I | 53                     |
| 39                             | 8.EE.5-2             | 8.EE.B.5                        | Expressions & Equations  | Math - Type I | 53                     |
| 40                             | 8.SP.4               | 8.SP.A.4                        | Statistics & Probability | Math - Type I | 53                     |
| 41                             | 8.NS.2               | 8.NS.A.2                        | The Number System        | Math - Type I | 53                     |
| 42                             | 8.SP.3               | 8.SP.A.3                        | Statistics & Probability | Math - Type I | 53                     |
| 43                             | 8.EE.3               | 8.EE.A.3                        | Expressions & Equations  | Math - Type I | 0                      |
| 44                             | 8.G.2                | 8.G.A.2                         | Geometry                 | Math - Type I | 53                     |
| 45                             | 8.F.1-2              | 8.F.A.1                         | Functions                | Math - Type I | 53                     |

Evidence Statements linked to Modeling and Reasoning domains are comprised of items that are considered either On Grade Level (OGL) or Securely Held Knowledge (SHK). For more information click the Evidence Statement link below and search for "on grade level" or "securely held knowledge."

Evidence Statements: <https://il.mypersonsupport.com/resources/training-resources/design/IARGrade8MathEvidenceStatements.pdf>

Illinois Learning Standards: <https://www.isbe.net/Documents/math-standards.pdf>

This report is NOT for public review. Distribution within your school/district must be in accordance with state and federal privacy laws, and local school board policy.

Page 2

## A. Illinois Assessment of Readiness Evidence Statement

Evidence Statements are listed in the same order as on the page 1 graph, from most to least difficult.

## B. Illinois Learning Standard(s)

The Illinois Learning Standard(s) linked to the IAR Evidence Statement is listed in the third column. An evidence statement could be connected to multiple standards. There are some evidence statements that do not directly align to a specific Illinois Learning Standard. For those statements that are considered Modeling or Modeling & Reasoning - Securely Held Knowledge, that verbiage is indicated on the chart on page 2. Additionally, some integrated evidence statements are across multiple domains and are also not firmly linked to a single Illinois Learning Standard. Those statements will indicate "Multiple" on the report.

Understanding the  
IAR District and  
School Evidence  
Statement Analysis  
Report

**C. Domain**

The Illinois Learning Standard Domain level is listed in this column.

**D. Item Type**

The item type column includes all item types for the items included in each Evidence Statement category. If more than one item type applies, all item types will be listed in the "Item Type" column on page 2 of the report. Math item types are Math - Type I (tasks assessing concepts, skills and procedures), Math - Type II (tasks assessing expressing mathematical reasoning) and Math - Type III (tasks assessing modeling/applications). English Language Arts / Literacy item types are Prose Constructed Response (PCR), Evidence Based Selected Response-Multiple Choice (EBSR) and Technology Enhanced Constructed Response (TECR).

**E. Student Count**

The student count represents the number of students whose form of the assessment contained an item or items written to the evidence statement listed in column A. The count may differ by row as there are different forms of the assessment and not all forms include all items or evidence statements.

**F. Additional Information**

Links to more detailed information on the IAR Evidence Statements and Illinois Learning Standards are provided at the bottom of the report.

Evidence Statements are posted under Test Design at the following link:

<https://il.mypearsonsupport.com/resources/training-resources>

Illinois Learning Standards are posted at the following link:

<https://www.isbe.net/Pages/Learning-Standards.aspx>

## 4.0 Understanding the Illinois Assessment of Readiness Content Standards Roster Report

### 4.1 General Overview

The IAR Content Standards Roster Report analyzes the student performance of operational items on the IAR Spring administration based on the Illinois Learning Standards upon which the IAR Evidence Statements are based. The report is by grade level and content area at a school level.

### 4.2 Description of Illinois Assessment of Readiness Content Standards Roster Report

#### 4.2.1 Sample Content Standards Roster Mathematics Report

Grade 7



#### Content Standards Roster

CONFIDENTIAL - DO NOT DISTRIBUTE

**A** SAMPLE SCHOOL NAME  
SAMPLE DISTRICT NAME  
ILLINOIS  
SPRING 20XX

#### MATHEMATICS

Grade 7 Assessment, 20XX-20XX

| STUDENT                         | CORE FORM | Ratios & Proportional Relationships   |     | The Number System   |     | Expressions & Equations   |     | Geometry   |     | Statistics & Probability   |     | Modeling & Reasoning |     |                         |     |
|---------------------------------|-----------|---|-----|---|-----|---|-----|--|-----|--|-----|----------------------|-----|-------------------------|-----|
|                                 |           | 7.RP.A.1 7.RP.A.2<br>7.RP.A.2.a 7.RP.A.2.b<br>7.RP.A.2.c 7.RP.A.2.d<br>7.RP.A.3 |     | 7.NS.A.1 7.NS.A.1.a<br>7.NS.A.1.b 7.NS.A.1.c<br>7.NS.A.1.d 7.NS.A.2<br>7.NS.A.2.a 7.NS.A.2.b<br>7.NS.A.2.c 7.NS.A.2.d<br>7.NS.A.3 |     | 7.EE.A.1 7.EE.A.2<br>7.EE.B.3 7.EE.B.4<br>7.EE.B.4.A 7.EE.B.4.B |     | 7.G.A.1 7.G.A.2 7.G.A.3<br>7.G.B.4 7.G.B.5 7.G.B.6 |     | 7.SP.A.1 7.SP.A.2<br>7.SP.B.3 7.SP.B.4<br>7.SP.C.5 7.SP.C.6<br>7.SP.C.7 7.SP.C.7.a<br>7.SP.C.7.b 7.SP.C.8<br>7.SP.C.8.a 7.SP.C.8.b<br>7.SP.C.8.c |     | On Grade Level       |     | Securely Held Knowledge |     |
|                                 |           | IL  | ST  | IL  | ST  | IL  | ST  | IL   | ST  | IL   | ST  | IL                   | ST  | IL                      | ST  |
| 1 LASTNAME 15, FIRSTNAME 15 A.  | A25       | 28  | 60  | 35  | 100 | 32  | 80  | n/a  | n/a | n/a  | n/a | 62                   | 50  | 56                      | 30  |
| 2 LASTNAME 16, FIRSTNAME 16     | O31       | 28  | 0   | 35  | 0   | 32  | 0   | n/a  | n/a | n/a  | n/a | 62                   | 56  | 56                      | 50  |
| 3 LASTNAME 17, FIRSTNAME 17     | A25       | 28  | 0   | 35  | 0   | 32  | 0   | n/a  | n/a | n/a  | n/a | 62                   | 69  | 56                      | 50  |
| 4 LASTNAME 18, FIRSTNAME 18 I.  | O32       | 28  | 0   | 35  | 27  | 32  | 10  | n/a  | n/a | n/a  | n/a | 62                   | 100 | 56                      | 100 |
| 5 LASTNAME 19, FIRSTNAME 19 H.  | O32       | 28  | 10  | 35  | 18  | 32  | 20  | n/a  | n/a | n/a  | n/a | 62                   | 69  | 56                      | 40  |
| 6 LASTNAME 20, FIRSTNAME 20     | A24       | 28  | 10  | 35  | 18  | 32  | 20  | n/a  | n/a | n/a  | n/a | 62                   | 81  | 56                      | 80  |
| 7 LASTNAME 21, FIRSTNAME 21 O.  | O31       | 28  | 0   | 35  | 27  | 32  | 10  | n/a  | n/a | n/a  | n/a | 62                   | 69  | 56                      | 40  |
| 8 LASTNAME 22, FIRSTNAME 22 M.  | A25       | 28  | 0   | 35  | 9   | 32  | 40  | n/a  | n/a | n/a  | n/a | 62                   | 94  | 56                      | 50  |
| 9 LASTNAME 23, FIRSTNAME 23 N.  | O31       | 28  | 10  | 35  | 18  | 32  | 0   | n/a  | n/a | n/a  | n/a | 62                   | 44  | 56                      | 20  |
| 10 LASTNAME 24, FIRSTNAME 24 I. | O31       | 28  | 10  | 35  | 18  | 32  | 0   | n/a  | n/a | n/a  | n/a | 62                   | 75  | 56                      | 60  |
| 11 LASTNAME 25, FIRSTNAME 25 I. | O32       | 28  | 0   | 35  | 9   | 32  | 40  | n/a  | n/a | n/a  | n/a | 62                   | 63  | 56                      | 80  |
| 12 LASTNAME 26, FIRSTNAME 26 I. | A24       | 28  | 0   | 35  | 0   | 32  | 0   | n/a  | n/a | n/a  | n/a | 62                   | 63  | 56                      | 40  |
| 13 LASTNAME 27, FIRSTNAME 27 F. | A25       | 28  | 100 | 35  | 100 | 32  | 100 | n/a  | n/a | n/a  | n/a | 62                   | 50  | 56                      | 70  |

For more information about the Illinois Learning Standards go to <https://www.isbe.net/Documents/math-standards.pdf>

Evidence Statements linked to Modeling and Reasoning domains are comprised of items that are considered either On Grade Level (OGL) or Securely Held Knowledge (SHK).

For more information click the Evidence Statement link below and search for "on grade level" or "securely held knowledge."

Evidence Statements: <https://i.mypersonsupport.com/resources/training-resources/design/IARGrade7MathEvidenceStatements.pdf>

Page 1 of 2

Understanding the  
IAR Content  
Standards Roster  
Report

## 4.2.2 Sample Content Standards Roster English Language Arts/Literacy Report page 1

Grade 7

### Content Standards Roster

CONFIDENTIAL - DO NOT DISTRIBUTE

**A** SAMPLE SCHOOL NAME  
SAMPLE DISTRICT NAME  
ILLINOIS

**B** ENGLISH LANGUAGE ARTS / LITERACY  
Grade 7 Assessment, 20XX-20XX

SPRING 20XX

IL = State Average Percent Points Achieved  
ST = Student Percent Points Achieved

| STUDENT                      | CORE FORM | OVERALL | Reading: Literature |        |                   |        |                                  |        |        |    | Reading: Informational Text |        |                   |        |                                  |        |        |     |
|------------------------------|-----------|---------|---------------------|--------|-------------------|--------|----------------------------------|--------|--------|----|-----------------------------|--------|-------------------|--------|----------------------------------|--------|--------|-----|
|                              |           |         | Key Ideas & Details |        | Craft & Structure |        | Integration of Knowledge & Ideas |        |        |    | Key Ideas & Details         |        | Craft & Structure |        | Integration of Knowledge & Ideas |        |        |     |
|                              |           |         | RL.7.1              | RL.7.2 | RL.7.4            | RL.7.5 | RL.7.7                           | RL.7.8 | RL.7.9 |    | RI.7.1                      | RI.7.2 | RI.7.4            | RI.7.5 | RI.7.7                           | RI.7.8 | RI.7.9 |     |
|                              |           |         | IL                  | ST     | IL                | ST     | IL                               | ST     | IL     | ST | IL                          | ST     | IL                | ST     | IL                               | ST     | IL     | ST  |
| 1 LASTNAME 1, FIRSTNAME 1 A. | A24       | 26      | 50                  | 26     | 50                | 23     | 50                               | n/a    | n/a    | 23 | 50                          | 23     | 50                | 23     | 50                               | n/a    | n/a    | n/a |
| 2 LASTNAME 2, FIRSTNAME 2 J. | A35       | 26      | 13                  | 26     | 13                | 23     | 0                                | n/a    | n/a    | 23 | 0                           | 23     | 0                 | 23     | 0                                | n/a    | n/a    | n/a |
| 3 LASTNAME 3, FIRSTNAME 3 E. | O31       | 26      | 3                   | 26     | 3                 | 23     | 0                                | n/a    | n/a    | 23 | 0                           | 23     | 0                 | 23     | 0                                | n/a    | n/a    | n/a |
| 4 LASTNAME 4, FIRSTNAME 4 F. | O32       | 26      | 13                  | 26     | 13                | 23     | 0                                | n/a    | n/a    | 23 | 0                           | 23     | 0                 | 23     | 0                                | n/a    | n/a    | n/a |
| 5 LASTNAME 5, FIRSTNAME 5 G. | O32       | 26      | 0                   | 26     | 0                 | 23     | 0                                | n/a    | n/a    | 23 | 0                           | 23     | 0                 | 23     | 0                                | n/a    | n/a    | n/a |
| 6 LASTNAME 6, FIRSTNAME 6 B. | A24       | 26      | 88                  | 26     | 88                | 23     | 100                              | n/a    | n/a    | 23 | 100                         | 23     | 100               | 23     | 100                              | n/a    | n/a    | n/a |
| 7 LASTNAME 7, FIRSTNAME 7    | O31       | 26      | 6                   | 26     | 6                 | 23     | 0                                | n/a    | n/a    | 23 | 0                           | 23     | 0                 | 23     | 0                                | n/a    | n/a    | n/a |
| 8 LASTNAME 8, FIRSTNAME 8    | O31       | 26      | 6                   | 26     | 6                 | 23     | 0                                | n/a    | n/a    | 23 | 0                           | 23     | 0                 | 23     | 0                                | n/a    | n/a    | n/a |

For more information about the Illinois Learning Standards go to <https://www.isbe.net/Documents/ela-standards.pdf>

Page 1 of 2

## 4.2.3 Sample Content Standards Roster English Language Arts/Literacy Report page 2

Grade 7

### Content Standards Roster

CONFIDENTIAL - DO NOT DISTRIBUTE

SAMPLE SCHOOL NAME  
SAMPLE DISTRICT NAME  
ILLINOIS  
SPRING 20XX

**J** ENGLISH LANGUAGE ARTS / LITERACY  
Grade 7 Assessment, 20XX-20XX

IL = State Average Percent Points Achieved  
ST = Student Percent Points Achieved

| STUDENT                      | CORE FORM | Language  |    | Reading  |     |  |    | Writing Categories |    |    |    | Prose Constructed Response |     |    |     |     |     |
|------------------------------|-----------|---|----|--|-----|--|----|--------------------|----|----|----|----------------------------|-----|----|-----|-----|-----|
|                              |           | Vocabulary Acquisition & Use  |    | Literacy in History / Social Studies   |     | Literacy in Science & Technical Subjects   |    |                    |    |    |    |                            |     |    |     |     |     |
|                              |           | L.7.4 L.7.4.a L.7.4.b L.7.4.c L.7.4.d L.7.5 L.7.5.a L.7.5.b L.7.5.c L.7.6 |    | RH.6-8.1 RH.6-8.2 RH.6-8.3 RH.6-8.4 RH.6-8.5 RH.6-8.6 RH.6-8.7 RH.6-8.8 RH.6-8.9 RH.6-8.10 |     | RST.6-8.1 RST.6-8.2 RST.6-8.3 RST.6-8.4 RST.6-8.5 RST.6-8.6 RST.6-8.7 RST.6-8.8 RST.6-8.9 RST.6-8.10 |    |                    |    |    |    |                            |     |    |     |     |     |
|                              |           | IL  | ST | IL   | ST  | IL   | ST | IL                 | ST | IL | ST | IL                         | ST  | IL | ST  | IL  | ST  |
| 1 LASTNAME 1, FIRSTNAME 1 A. | A24       | 23  | 50 | n/a  | n/a | 29   | 40 | 51                 | 50 | 56 | 78 | 51                         | 58  | 53 | 5   | n/a | n/a |
| 2 LASTNAME 2, FIRSTNAME 2 J. | A35       | 23  | 21 | n/a  | n/a | 29   | 10 | 51                 | 50 | 56 | 89 | 51                         | 100 | 53 | 53  | n/a | n/a |
| 3 LASTNAME 3, FIRSTNAME 3 E. | O31       | 23  | 18 | n/a  | n/a | 29   | 5  | 51                 | 25 | 56 | 33 | 51                         | 21  | 53 | 21  | n/a | n/a |
| 4 LASTNAME 4, FIRSTNAME 4 F. | O32       | 23  | 25 | n/a  | n/a | 29   | 0  | 51                 | 67 | 56 | 22 | n/a                        | n/a | 53 | 0   | 53  | 93  |
| 5 LASTNAME 5, FIRSTNAME 5 G. | O32       | 23  | 33 | n/a  | n/a | 29   | 20 | 51                 | 50 | 56 | 78 | n/a                        | n/a | 53 | 100 | 53  | 60  |
| 6 LASTNAME 6, FIRSTNAME 6 B. | A24       | 23  | 75 | n/a  | n/a | 29   | 80 | 51                 | 17 | 56 | 67 | 51                         | 16  | 53 | 16  | n/a | n/a |
| 7 LASTNAME 7, FIRSTNAME 7    | O31       | 23  | 5  | n/a  | n/a | 29   | 5  | 51                 | 25 | 56 | 11 | 51                         | 47  | 53 | 21  | n/a | n/a |
| 8 LASTNAME 8, FIRSTNAME 8    | O31       | 23  | 26 | n/a  | n/a | 29   | 0  | 51                 | 25 | 56 | 67 | 51                         | 58  | 53 | 0   | n/a | n/a |

For more information about the Illinois Learning Standards go to <https://www.isbe.net/Documents/ela-standards.pdf>

Page 2 of 2

## A. School Information

Reports are provided at a school level by student.

## B. Description of Report

The description of the content area (English Language Arts/Literacy or Mathematics) assessed, grade level assessed, and assessment year is located in this area.

## C. Illinois Learning Domain and Standard

All operational items are combined into the Illinois Learning Domain and Standard group into which it applies. Some items represent multiple standards and may therefore be included in multiple groups on this report. If a domain has more than one standard for that grade level, then a total column will also be provided. A description of the domain and standard headings are in **Appendix A**.

A more descriptive explanation of the standards and their domains can be found at the link: <https://www.isbe.net/Pages/Learning-Standards.aspx>.

## D. State Average Percent Achieved

This column provides the average percent achieved for all students in the state with valid scores for each domain and standard group at an operational form combination. Groups with "n/a" listed in the column have less than 6 max points available in the standard grouping and therefore points are suppressed. Domains with multiple standard groups will still be included in the total.

## E. Student Percent Achieved

This column shows the percent achieved of the total points possible each student listed received in each domain and standard group. Groups with "n/a" listed in the column have less than 6 max points available in the standard grouping and therefore points are suppressed. Domains with multiple standard groups will still be included in the total.

## F. Core Form

This column indicates the operational core form taken by each student listed for the the Spring administration. The form is determined by the core operational form. Form codes starting with the letter P are paper, forms starting with the letter O are online, and forms starting with the letter A are accommodated forms. Information for all columns (Total Points Possible, Student Percent Achieved, State Average Percent Achieved) are for that student's individual operational form combination. Comparisons cannot be made for students across domains unless both students took the exact form for the report administration.

For example, the student listed may have taken a form 15 or a text-to-speech form as per their form assignment in PearsonAccess<sup>next</sup> but the core operational form for both of these may have been core form 1 or 2.

## G. Student Information

Students will be listed by last name, first name in alphabetical order. Students are listed if a valid summative score is available for those students whose score has not been suppressed.

## H. Modeling and Reasoning

Mathematics includes Evidence Statements that are in the category of Modeling and Reasoning. When linked to the Common Core State Standards, Modeling and Reasoning



items are considered either On Grade Level (OGL) or Securely Held Knowledge (SHK). On Grade Level items are aligned to standards that are the same grade as the grade of the current assessment. For Example, a Grade 3 Math assessment may have Modeling and Reasoning items that are aligned to Grade 3 level standards (3.OA.A, 3.MD.B). These are considered On Grade Level. Securely Held Knowledge items are aligned to standards that are a grade below the grade of the test given. For example, a Grade 3 Math assessment may have Modeling and Reasoning items that are aligned to grade 2 standards (2.OA.A, 2.MD.B). These are considered Securely Held Knowledge.

### **I. Additional Information**

Links to more detailed information on the IAR Evidence Statements and Illinois Learning Standards are provided at the bottom of page 2 of the report.

### **J. Writing Categories**

English Language/Literacy reports include a breakdown for writing categories. Written Expression includes the development of ideas, organization, and clarity of language that the student demonstrates in the written response. Writing Knowledge assesses students' command of the conventions of standard English, including grammar and usage.

### **K. Prose Constructed Response (PCR)**

English Language/Literacy reports include a breakdown for Prose Constructed Response (PCR). This section breaks down the writing tasks by the three types of PCR items included on the IAR assessment. The PCRs ask for a student response that analyzes some aspect of either literary pieces or informational pieces in the categories of Research Simulation and either Literary Analysis or Narrative Writing.



# Appendix A

## Evidence Statement

## Evidence Statement Links

### Mathematics

Grade 3 Mathematics

<https://il.mypearsonsupport.com/resources/training-resources/design/IARGrade3MathEvidenceStatements.pdf>

Grade 4 Mathematics

<https://il.mypearsonsupport.com/resources/training-resources/design/IARGrade4MathEvidenceStatements.pdf>

Grade 5 Mathematics

<https://il.mypearsonsupport.com/resources/training-resources/design/IARGrade5MathEvidenceStatements.pdf>

Grade 6 Mathematics

<https://il.mypearsonsupport.com/resources/training-resources/design/IARGrade6MathEvidenceStatements.pdf>

Grade 7 Mathematics

<https://il.mypearsonsupport.com/resources/training-resources/design/IARGrade7MathEvidenceStatements.pdf>

Grade 8 Mathematics

<https://il.mypearsonsupport.com/resources/training-resources/design/IARGrade8MathEvidenceStatements.pdf>

### English Language Arts/Literacy

Grade 3 English Language Arts/Literacy

<https://il.mypearsonsupport.com/resources/training-resources/design/IARGrade3ELAEvidenceStatements.pdf>

Grade 4 English Language Arts/Literacy

<https://il.mypearsonsupport.com/resources/training-resources/design/IARGrade4ELAEvidenceStatements.pdf>

Grade 5 English Language Arts/Literacy

<https://il.mypearsonsupport.com/resources/training-resources/design/IARGrade5ELAEvidenceStatements.pdf>

Grade 6 English Language Arts/Literacy

<https://il.mypearsonsupport.com/resources/training-resources/design/IARGrade6ELAEvidenceStatements.pdf>

Grade 7 English Language Arts/Literacy

<https://il.mypearsonsupport.com/resources/training-resources/design/IARGrade7ELAEvidenceStatements.pdf>

Grade 8 English Language Arts/Literacy

<https://il.mypearsonsupport.com/resources/training-resources/design/IARGrade8ELAEvidenceStatements.pdf>

# Appendix B

## Illinois Learning Domains and Standards

## English Language Arts

### Grade 3

| Illinois Learning Standard   | Illinois Learning Domain    | Illinois Learning Standard Descriptor  |
|--|-----------------------------|--|
| RL.3.1<br>RL.3.2<br>RL.3.3   | Reading: Literature         | Key Ideas & Details  |
| RL.3.4<br>RL.3.5<br>RL.3.6   | Reading: Literature         | Craft & Structure  |
| RL.3.7<br>RL.3.8<br>RL.3.9   | Reading: Literature         | Integration of Knowledge & Ideas   |
| RI.3.1<br>RI.3.2<br>RI.3.3   | Reading: Informational Text | Key Ideas & Details  |
| RI.3.4<br>RI.3.5<br>RI.3.6   | Reading: Informational Text | Craft & Structure  |
| RI.3.7<br>RI.3.8<br>RI.3.9   | Reading: Informational Text | Integration of Knowledge & Ideas   |
| L.3.4<br>L.3.4.a<br>L.3.4.b<br>L.3.4.c<br>L.3.4.d<br>L.3.5<br>L.3.5.a<br>L.3.5.b<br>L.3.5.c<br>L.3.6 | Language                    | Conventions of Standard English<br>Knowledge of Language<br>Vocabulary Acquisition and Use |

## English Language Arts

### Grade 4

| Illinois Learning Standard  | Illinois Learning Domain    | Illinois Learning Standard Descriptor  |
|---|-----------------------------|--|
| RL.4.1<br>RL.4.2<br>RL.4.3  | Reading: Literature         | Key Ideas & Details  |
| RL.4.4<br>RL.4.5<br>RL.4.6  | Reading: Literature         | Craft & Structure  |
| RL.4.7<br>RL.4.8<br>RL.4.9  | Reading: Literature         | Integration of Knowledge & Ideas   |
| RI.4.1<br>RI.4.2<br>RI.4.3  | Reading: Informational Text | Key Ideas & Details  |
| RI.4.4<br>RI.4.5<br>RI.4.6  | Reading: Informational Text | Craft & Structure  |
| RI.4.7<br>RI.4.8<br>RI.4.9  | Reading: Informational Text | Integration of Knowledge & Ideas   |
| L.4.4<br>L.4.4.a<br>L.4.4.b<br>L.4.4.c<br>L.4.5<br>L.4.5.a<br>L.4.5.b<br>L.4.5.c<br>L.4.6 | Language                    | Conventions of Standard English<br>Knowledge of Language<br>Vocabulary Acquisition and Use |

## English Language Arts

### Grade 5

| Illinois Learning Standard  | Illinois Learning Domain    | Illinois Learning Standard Descriptor  |
|---|-----------------------------|--|
| RL.5.1<br>RL.5.2<br>RL.5.3  | Reading: Literature         | Key Ideas & Details  |
| RL.5.4<br>RL.5.5<br>RL.5.6  | Reading: Literature         | Craft & Structure  |
| RL.5.7<br>RL.5.8<br>RL.5.9  | Reading: Literature         | Integration of Knowledge & Ideas   |
| RI.5.1<br>RI.5.2<br>RI.5.3  | Reading: Informational Text | Key Ideas & Details  |
| RI.5.4<br>RI.5.5<br>RI.5.6  | Reading: Informational Text | Craft & Structure  |
| RI.5.7<br>RI.5.8<br>RI.5.9  | Reading: Informational Text | Integration of Knowledge & Ideas   |
| L.5.4<br>L.5.4.a<br>L.5.4.b<br>L.5.4.c<br>L.5.5<br>L.5.5.a<br>L.5.5.b<br>L.5.5.c<br>L.5.6 | Language                    | Conventions of Standard English<br>Knowledge of Language<br>Vocabulary Acquisition and Use |

## English Language Arts

### Grade 6

| Illinois Learning Standard  | Illinois Learning Domain                 | Illinois Learning Standard Descriptor   |
|---|--|---|
| RL.6.1<br>RL.6.2<br>RL.6.3  | Reading: Literature                      | Key Ideas & Details   |
| RL.6.4<br>RL.6.5<br>RL.6.6  | Reading: Literature                      | Craft & Structure   |
| RL.6.7<br>RL.6.8<br>RL.6.9  | Reading: Literature                      | Integration of Knowledge & Ideas  |
| RI.6.1<br>RI.6.2<br>RI.6.3  | Reading: Informational Text              | Key Ideas & Details   |
| RI.6.4<br>RI.6.5<br>RI.6.6  | Reading: Informational Text              | Craft & Structure   |
| RI.6.7<br>RI.6.8<br>RI.6.9  | Reading: Informational Text              | Integration of Knowledge & Ideas  |
| L.6.4<br>L.6.4.a<br>L.6.4.b<br>L.6.4.c<br>L.6.4.d<br>L.6.5<br>L.6.5.a<br>L.6.5.b<br>L.6.5.c<br>L.6.6                            | Language                                 | Conventions of Standard English<br>Knowledge of Language<br>Vocabulary Acquisition and Use  |
| RH.6-8.1<br>RH.6-8.2<br>RH.6-8.3<br>RH.6-8.4<br>RH.6-8.5<br>RH.6-8.6<br>RH.6-8.7<br>RH.6-8.8<br>RH.6-8.9<br>RH.6-8.10           | Literacy in History/Social Studies       | Key Ideas and Details<br>Craft and Structure<br>Integration of Knowledge and Ideas<br>Range of Reading and Level of Text Complexity |
| RST.6-8.1<br>RST.6-8.2<br>RST.6-8.3<br>RST.6-8.4<br>RST.6-8.5<br>RST.6-8.6<br>RST.6-8.7<br>RST.6-8.8<br>RST.6-8.9<br>RST.6-8.10 | Literacy in Science & Technical Subjects | Key Ideas and Details<br>Craft and Structure<br>Integration of Knowledge and Ideas<br>Range of Reading and Level of Text Complexity |

## English Language Arts

### Grade 7

| Illinois Learning Standard  | Illinois Learning Domain                 | Illinois Learning Standard Descriptor   |
|---|--|---|
| RL.7.1<br>RL.7.2<br>RL.7.3  | Reading: Literature                      | Key Ideas & Details   |
| RL.7.4<br>RL.7.5<br>RL.7.6  | Reading: Literature                      | Craft & Structure   |
| RL.7.7<br>RL.7.8<br>RL.7.9  | Reading: Literature                      | Integration of Knowledge & Ideas  |
| RI.7.1<br>RI.7.2<br>RI.7.3  | Reading: Informational Text              | Key Ideas & Details   |
| RI.7.4<br>RI.7.5<br>RI.7.6  | Reading: Informational Text              | Craft & Structure   |
| RI.7.7<br>RI.7.8<br>RI.7.9  | Reading: Informational Text              | Integration of Knowledge & Ideas  |
| L.7.4<br>L.7.4.a<br>L.7.4.b<br>L.7.4.c<br>L.7.4.d<br>L.7.5<br>L.7.5.a<br>L.7.5.b<br>L.7.5.c<br>L.7.6                  | Language                                 | Conventions of Standard English<br>Knowledge of Language<br>Vocabulary Acquisition and Use  |
| RH.6-8.1<br>RH.6-8.2<br>RH.6-8.3<br>RH.6-8.4<br>RH.6-8.5<br>RH.6-8.6<br>RH.6-8.7<br>RH.6-8.8<br>RH.6-8.9<br>RH.6-8.10 | Literacy in History/Social Studies       | Key Ideas and Details<br>Craft and Structure<br>Integration of Knowledge and Ideas<br>Range of Reading and Level of Text Complexity |
| 7.2.1.N.2<br>7.2.2.N.2  | Literacy in Science & Technical Subjects | Key Ideas and Details<br>Craft and Structure<br>Integration of Knowledge and Ideas<br>Range of Reading and Level of Text Complexity |



## English Language Arts

### Grade 8

| Illinois Learning Standard  | Illinois Learning Domain                 | Illinois Learning Standard Descriptor   |
|---|--|---|
| RL.8.1<br>RL.8.2<br>RL.8.3  | Reading: Literature                      | Key Ideas & Details   |
| RL.8.4<br>RL.8.5<br>RL.8.6  | Reading: Literature                      | Craft & Structure   |
| RL.8.7<br>RL.8.8<br>RL.8.9  | Reading: Literature                      | Integration of Knowledge & Ideas  |
| RI.8.1<br>RI.8.2<br>RI.8.3  | Reading: Informational Text              | Key Ideas & Details   |
| RI.8.4<br>RI.8.5<br>RI.8.6  | Reading: Informational Text              | Craft & Structure   |
| RI.8.7<br>RI.8.8<br>RI.8.9  | Reading: Informational Text              | Integration of Knowledge & Ideas  |
| L.8.4<br>L.8.4.a<br>L.8.4.b<br>L.8.4.c<br>L.8.4.d<br>L.8.5<br>L.8.5.a<br>L.8.5.b<br>L.8.5.c<br>L.8.6                            | Language                                 | Conventions of Standard English<br>Knowledge of Language<br>Vocabulary Acquisition and Use  |
| RH.6-8.1<br>RH.6-8.2<br>RH.6-8.3<br>RH.6-8.4<br>RH.6-8.5<br>RH.6-8.6<br>RH.6-8.7<br>RH.6-8.8<br>RH.6-8.9<br>RH.6-8.10           | Literacy in History/Social Studies       | Key Ideas and Details<br>Craft and Structure<br>Integration of Knowledge and Ideas<br>Range of Reading and Level of Text Complexity |
| RST.6-8.1<br>RST.6-8.2<br>RST.6-8.3<br>RST.6-8.4<br>RST.6-8.5<br>RST.6-8.6<br>RST.6-8.7<br>RST.6-8.8<br>RST.6-8.9<br>RST.6-8.10 | Literacy in Science & Technical Subjects | Key Ideas and Details<br>Craft and Structure<br>Integration of Knowledge and Ideas<br>Range of Reading and Level of Text Complexity |

## Mathematics

### Grade 3

| Illinois Learning Standard   | Illinois Learning Domain   | Illinois Learning Standard Descriptor   |
|--|--|---|
| 3.OA.A.1<br>3.OA.A.2<br>3.OA.A.3<br>3.OA.A.4   | <b>Operations &amp; Algebraic Thinking</b>   | Represent and solve problems involving multiplication and division.   |
| 3.OA.B.5<br>3.OA.B.6   | <b>Operations &amp; Algebraic Thinking</b>   | Understand properties of multiplication and the relationship between multiplication and division.   |
| 3.OA.C.7   | <b>Operations &amp; Algebraic Thinking</b>   | Multiply and divide within 100.   |
| 3.OA.D.8<br>3.OA.D.9   | <b>Operations &amp; Algebraic Thinking</b>   | Solve problems involving the four operations, and identify and explain patterns in arithmetic.  |
| 3.NBT.A.1<br>3.NBT.A.2<br>3.NBT.A.3  | <b>Number &amp; Operations in Base Ten</b>   | Use place value understanding and properties of operations to perform multi-digit arithmetic. <sup>1</sup><br><sup>1</sup> A range of algorithms may be used. |
| 3.NF.A.1<br>3.NF.A.2<br>3.NF.A.2.a<br>3.NF.A.2.b<br>3.NF.A.3<br>3.NF.A.3.a<br>3.NF.A.3.b<br>3.NF.A.3.c<br>3.NF.A.3.d | <b>Number &amp; Operations—Fractions<sup>1</sup></b><br><br><sup>1</sup> Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8. | Develop understanding of fractions as numbers.  |
| 3.MD.A.1<br>3.MD.A.2   | <b>Measurement &amp; Data</b>  | Solve problems involving measurement and estimation.  |
| 3.MD.B.3<br>3.MD.B.4   | <b>Measurement &amp; Data</b>  | Represent and interpret data.   |
| 3.MD.C.5<br>3.MD.C.5.a<br>3.MD.C.5.b<br>3.MD.C.6<br>3.MD.C.7<br>3.MD.C.7.a<br>3.MD.C.7.b<br>3.MD.C.7.c<br>3.MD.C.7.d | <b>Measurement &amp; Data</b>  | Geometric measurement: understand concepts of area and relate area to multiplication and to addition.   |
| 3.MD.D.8   | <b>Measurement &amp; Data</b>  | Geometric measurement: recognize perimeter.   |
| 3.G.A.1<br>3.G.A.2   | <b>Geometry</b>  | Reason with shapes and their attributes.  |

## Mathematics

### Grade 4

| Illinois Learning Standard   | Illinois Learning Domain        | Illinois Learning Standard Descriptor  |
|--|---------------------------------|--|
| 4.OA.A.1<br>4.OA.A.2<br>4.OA.A.3   | Operations & Algebraic Thinking | Use the four operations with whole numbers to solve problems.                                    |
| 4.OA.B.4   | Operations & Algebraic Thinking | Gain familiarity with factors and multiples.   |
| 4.OA.C.5   | Operations & Algebraic Thinking | Generate and analyze patterns.   |
| 4.NBT.A.1<br>4.NBT.A.2<br>4.NBT.A.3  | Number & Operations in Base Ten | Generalize place value understanding for multi-digit whole numbers.                              |
| 4.NBT.B.4<br>4.NBT.B.5<br>4.NBT.B.6  | Number & Operations in Base Ten | Use place value understanding and properties of operations to perform multi-digit arithmetic.    |
| 4.NF.A.1<br>4.NF.A.2   | Number & Operations – Fractions | Extend understanding of fraction equivalence and ordering.                                       |
| 4.NF.B.3<br>4.NF.B.3.a<br>4.NF.B.3.b<br>4.NF.B.3.c<br>4.NF.B.3.d<br>4.NF.B.4<br>4.NF.B.4.a<br>4.NF.B.4.b<br>4.NF.B.4.c | Number & Operations – Fractions | Build fractions from unit fractions.   |
| 4.NF.C.5<br>4.NF.C.6<br>4.NF.C.7   | Number & Operations – Fractions | Understand decimal notation for fractions, and compare decimal fractions.                        |
| 4.MD.A.1<br>4.MD.A.2<br>4.MD.A.3   | Measurement & Data              | Solve problems involving measurement and conversion of measurements.                             |
| 4.MD.B.4   | Measurement & Data              | Represent and interpret data.  |
| 4.MD.C.5<br>4.MD.C.5.a<br>4.MD.C.5.b<br>4.MD.C.6<br>4.MD.C.7   | Measurement & Data              | Geometric measurement: understand concepts of angle and measure angles.                          |
| 4.G.A.1<br>4.G.A.2<br>4.G.A.3  | Geometry                        | Draw and identify lines and angles, and classify shapes by properties of their lines and angles. |

## Mathematics

### Grade 5

| Illinois Learning Standard   | Illinois Learning Domain        | Illinois Learning Standard Descriptor  |
|--|---------------------------------|--|
| 5.OA.A.1<br>5.OA.A.2   | Operations & Algebraic Thinking | Write and interpret numerical expressions.   |
| 5.OA.B.3   | Operations & Algebraic Thinking | Analyze patterns and relationships.  |
| 5.NBT.A.1<br>5.NBT.A.2<br>5.NBT.A.3<br>5.NBT.A.3.a<br>5.NBT.A.3.b<br>5.NBT.A.4   | Number & Operations in Base Ten | Understand the place value system.   |
| 5.NBT.B.5<br>5.NBT.B.6<br>5.NBT.B.7  | Number & Operations in Base Ten | Perform operations with multi-digit whole numbers and with decimals to hundredths. |
| 5.NF.A.1<br>5.NF.A.2   | Number & Operations – Fractions | Use equivalent fractions as a strategy to add and subtract fractions.              |
| 5.NF.B.3<br>5.NF.B.4<br>5.NF.B.4.a<br>5.NF.B.4.b<br>5.NF.B.5<br>5.NF.B.5.a<br>5.NF.B.5.b<br>5.NF.B.6<br>5.NF.B.7<br>5.NF.B.7.a<br>5.NF.B.7.b<br>5.NF.B.7.c | Number & Operations – Fractions | Apply and extend previous understandings of multiplication and division.           |
| 5.MD.A.1   | Measurement & Data              | Convert like measurement units within a given measurement system.                  |
| 5.MD.B.2   | Measurement & Data              | Represent and interpret data.  |
| 5.MD.C.3<br>5.MD.C.3.a<br>5.MD.C.3.b<br>5.MD.C.4<br>5.MD.C.5<br>5.MD.C.5.a<br>5.MD.C.5.b<br>5.MD.C.5.c   | Measurement & Data              | Geometric measurement: understand concepts of volume.                              |
| 5.G.A.1<br>5.G.A.2   | Geometry                        | Geometric measurement: understand concepts of volume.                              |
| 5.G.B.3<br>5.G.B.4   | Geometry                        | Classify two-dimensional figures into categories based on their properties.        |

## Mathematics

### Grade 6

| Illinois Learning Standard   | Illinois Learning Domain            | Illinois Learning Standard Descriptor   |
|--|-------------------------------------|---|
| 6.RP.A.1<br>6.RP.A.2<br>6.RP.A.3<br>6.RP.A.3.a<br>6.RP.A.3.b<br>6.RP.A.3.c<br>6.RP.A.3.d   | Ratios & Proportional Relationships | Understand ratio concepts and use ratio reasoning to solve problems.                                      |
| 6.NS.A.1   | The Number System                   | Apply and extend previous understandings of multiplication and division to divide fractions by fractions. |
| 6.NS.B.2<br>6.NS.B.3<br>6.NS.B.4   | The Number System                   | Compute fluently with multi-digit numbers and find common factors and multiples.                          |
| 6.NS.C.5<br>6.NS.C.6<br>6.NS.C.6.a<br>6.NS.C.6.b<br>6.NS.C.6.c<br>6.NS.C.7<br>6.NS.C.7.a<br>6.NS.C.7.b<br>6.NS.C.7.c<br>6.NS.C.7.d<br>6.NS.C.8 | The Number System                   | Apply and extend previous understandings of numbers to the system of rational numbers.                    |
| 6.EE.A.1<br>6.EE.A.2<br>6.EE.A.2.a<br>6.EE.A.2.b<br>6.EE.A.2.c<br>6.EE.A.3<br>6.EE.A.4   | Expressions & Equations             | Apply and extend previous understandings of arithmetic to algebraic expressions.                          |
| 6.EE.B.5<br>6.EE.B.6<br>6.EE.B.7<br>6.EE.B.8   | Expressions & Equations             | Reason about and solve one-variable equations and inequalities.   |
| 6.EE.C.9   | Expressions & Equations             | Represent and analyze quantitative relationships between dependent and independent variables.             |
| 6.G.A.1<br>6.G.A.2<br>6.G.A.3<br>6.G.A.4   | Geometry                            | Solve real-world and mathematical problems involving area, surface area, and volume.                      |
| 6.SP.A.1<br>6.SP.A.2<br>6.SP.A.3   | Statistics & Probability            | Develop understanding of statistical variability.   |
| 6.SP.B.4<br>6.SP.B.5<br>6.SP.B.5.a<br>6.SP.B.5.b<br>6.SP.B.5.c<br>6.SP.B.5.d   | Statistics & Probability            | Summarize and describe distributions.   |

## Mathematics

### Grade 7

| Illinois Learning Standard   | Illinois Learning Domain                       | Illinois Learning Standard Descriptor  |
|--|--|--|
| 7.RP.A.1<br>7.RP.A.2<br>7.RP.A.2.a<br>7.RP.A.2.b<br>7.RP.A.2.c<br>7.RP.A.2.d<br>7.RP.A.3   | <b>Ratios &amp; Proportional Relationships</b> | Analyze proportional relationships and use them to solve real-world and mathematical problems.     |
| 7.NS.A.1<br>7.NS.A.1.a<br>7.NS.A.1.b<br>7.NS.A.1.c<br>7.NS.A.1.d<br>7.NS.A.2<br>7.NS.A.2.a<br>7.NS.A.2.b<br>7.NS.A.2.c<br>7.NS.A.2.d<br>7.NS.A.3 | <b>The Number System</b>                       | Apply and extend previous understandings of operations with fractions.                             |
| 7.EE.A.1<br>7.EE.A.2   | <b>Expressions &amp; Equations</b>             | Use properties of operations to generate equivalent expressions.                                   |
| 7.EE.B.3<br>7.EE.B.4<br>7.EE.B.4.A<br>7.EE.B.4.B   | <b>Expressions &amp; Equations</b>             | Solve real-life and mathematical problems using numerical and algebraic expressions and equations. |
| 7.G.A.1<br>7.G.A.2<br>7.G.A.3  | <b>Geometry</b>                                | Draw construct, and describe geometrical figures and describe the relationships between them.      |
| 7.G.B.4<br>7.G.B.5<br>7.G.B.6  | <b>Geometry</b>                                | Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. |
| 7.SP.A.1<br>7.SP.A.2   | <b>Statistics &amp; Probability</b>            | Use random sampling to draw inferences about a population.   |
| 7.SP.B.3<br>7.SP.B.4   | <b>Statistics &amp; Probability</b>            | Draw informal comparative inferences about two populations.  |
| 7.SP.C.5<br>7.SP.C.6<br>7.SP.C.7<br>7.SP.C.7.a<br>7.SP.C.7.b<br>7.SP.C.8<br>7.SP.C.8.a<br>7.SP.C.8.b<br>7.SP.C.8.c                               | <b>Statistics &amp; Probability</b>            | Investigate chance processes and develop, use, and evaluate probability models.                    |

## Mathematics

### Grade 8

| Illinois Learning Standard   | Illinois Learning Domain | Illinois Learning Standard Descriptor   |
|--|--------------------------|---|
| 8.NS.A.1<br>8.NS.A.2   | The Number System        | Know that there are numbers that are not rational, and approximate them by rational numbers.      |
| 8.EE.A.1<br>8.EE.A.2<br>8.EE.A.3<br>8.EE.A.4   | Expressions & Equations  | Expressions and Equations Work with radicals and integer exponents.                               |
| 8.EE.B.5<br>8.EE.B.6   | Expressions & Equations  | Understand the connections between proportional relationships, lines, and linear equations.       |
| 8.EE.C.7<br>8.EE.C.7.a<br>8.EE.C.7.b<br>8.EE.C.8<br>8.EE.C.8.a<br>8.EE.C.8.b<br>8.EE.C.8.c | Expressions & Equations  | Analyze and solve linear equations and pairs of simultaneous linear equations.                    |
| 8.F.A.1<br>8.F.A.2<br>8.F.A.3  | Functions                | Define, evaluate, and compare functions.  |
| 8.F.B.4<br>8.F.B.5   | Functions                | Use functions to model relationships between quantities.  |
| 8.G.A.1<br>8.G.A.1.a<br>8.G.A.1.b<br>8.G.A.1.c<br>8.G.A.2<br>8.G.A.3<br>8.G.A.4<br>8.G.A.5 | Geometry                 | Understand congruence and similarity using physical models, transparencies, or geometry software. |
| 8.G.B.6<br>8.G.B.7<br>8.G.B.8  | Geometry                 | Understand and apply the Pythagorean Theorem.   |
| 8.G.C.9  | Geometry                 | Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.     |
| 8.SP.A.1<br>8.SP.A.2<br>8.SP.A.3<br>8.SP.A.4   | Statistics & Probability | Investigate patterns of association in bivariate data.  |